

ROLE OF TEACHER EDUCATION INSTITUTIONS (TEIS) IN PROMOTING WELL BEING: PATHWAYS TO A THRIVING WORKFORCE IN MAHARASHTRA

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Abstract:

The well-being of teacher educators is a crucial determinant of educational quality and institutional success. This empirical study investigates the role of Teacher Education Institutions (TEIs) in Maharashtra in fostering educator well-being and cultivating a thriving workforce. Employing a mixed-methods approach, the research surveyed 550 teacher educators and conducted 30 in-depth interviews. The study examines the level of well-being, identifies institutional support factors, analyzes the relationship between well-being and teaching effectiveness, and explores educators' perceptions of institutional policies. The findings highlight the significant role of mentoring, peer support, and policy clarity in promoting well-being. The paper concludes with practical recommendations for TEIs, acknowledges study limitations, and suggests avenues for future research.

Keywords: Teacher Education Institutions, Well-being, Maharashtra, Mixed Methods, Teaching Effectiveness, Institutional Support

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Introduction:

Teacher education is foundational for the advancement of educational systems and the overall development of a nation. In India, Teacher Education Institutions (TEIs) are responsible for shaping not only professional competencies but also the well-being of future educators. Well-being among teacher educators leads to enhanced teaching effectiveness, increased job satisfaction, and improved institutional performance.

In Maharashtra, one of India's most populous and diverse states, TEIs face unique challenges and opportunities in this regard.

The mental health and well-being of educators have come under increased scrutiny due to rapid educational reforms, technological changes, and evolving institutional expectations. Despite its significance, the well-being of teacher educators in Maharashtra remains underexplored. This research seeks to address this gap by systematically examining how TEIs in Maharashtra

contribute to educator well-being, the factors at play, and their impact on the teaching workforce.

The structure of this paper encompasses a comprehensive literature review, identification of research gaps, formulation of research questions and objectives, methodology, detailed results with interpretation tables, discussion, conclusion, limitations, scope, and recommendations for future research.

Review of Literature:

Well-being Among Teacher Educators in India:

The concept of well-being in educational settings has garnered attention in recent years. Saini (2024) found that teacher educators in Delhi experienced low positive emotions and high unpleasant feelings, emphasizing the need for institutional intervention. However, the study had a limited sample and geographic scope.

Mathew (2023) analyzed occupational stress and well-being among teachers across India, concluding that no significant relationship existed between stress and well-being. This study did not focus specifically on teacher educators or use mixed methods, and its national focus overlooked state-specific differences such as those in Maharashtra.

Chaudhry and Chhajer (2023) reported that energy management positively influenced the psychological

Research Gaps:

The literature review reveals several prominent gaps:

Gap No.	Identified Gap
1	Absence of focused research on TEIs in Maharashtra
2	Lack of comprehensive mixed-methods studies
3	Small sample sizes limiting generalizability
4	Predominant focus on school teachers or other states

Interpretation:

Current studies do not sufficiently address the unique context of Maharashtra's TEIs, nor do they integrate quantitative and qualitative data with robust sample sizes. This study responds to these gaps by employing a mixed-methods approach with a large sample in Maharashtra.

Research Framework:

Table 1
Research Questions, Objectives, and Hypotheses

Research Question (RQ)	Objective	Hypothesis
RQ1: What is the current state of well-being among teacher educators in TEIs in Maharashtra?	Objective 1: To assess the level of well-being among teacher educators in TEIs in Maharashtra.	-
RQ2: What institutional factors promote or hinder well-being within TEIs?	Objective 2: To explore factors within TEIs that support or hinder teacher well-being.	H2: Institutional support factors (mentoring, peer groups, supportive policies) significantly predict well-being.
RQ3: How does well-being relate to teaching effectiveness among teacher educators in Maharashtra's TEIs?	Objective 3: To examine the relationship between well-being and teaching effectiveness.	H1: Higher well-being scores are positively associated with higher teaching effectiveness scores.
RQ4: How do teacher educators perceive the support provided by TEIs for their well-being?	Objective 4: To qualitatively understand how institutional policies and culture influence well-being.	-

Interpretation:

The table clearly aligns each research question with its corresponding objective and hypothesis, ensuring a logical and cohesive research structure.

Methodology:

Research Design: A mixed-methods approach was adopted to gain a comprehensive understanding of educator well-being in Maharashtra's TEIs. The quantitative component employed standardized surveys, while the qualitative component involved semi-structured interviews.

Sample and Data Collection: The quantitative sample comprised 550 teacher educators from various TEIs across Maharashtra, selected using stratified random sampling to ensure representation from urban, semi-urban, and rural areas. The qualitative sample consisted of 30 teacher educators, purposefully selected for in-depth interviews to capture diverse perspectives.

Instruments:

1. **Well-being Scale:** WHO-5 Well-Being Index (adapted for Indian educators)
2. **Teaching Effectiveness Scale:** Standardized self-report instrument
3. **Institutional Support Survey:** Items assessing mentoring, peer support, and policy clarity
4. **Interview Guide:** Open-ended questions on institutional culture and support

Data Analysis:

1. **Quantitative:** Descriptive statistics, Pearson correlation, and linear regression
2. **Qualitative:** Thematic analysis of interview transcripts to identify recurrent themes

Ethics:

Participation was voluntary, and confidentiality was maintained. Informed consent was obtained from all participants.

Results:**Table 2****Descriptive Statistics of Well-Being and Teaching Effectiveness (n = 550)**

Variable	Mean	Std. Deviation
Well-Being Score	64.2	13.8
Teaching Effectiveness	71.5	12.4

Interpretation:

The mean scores indicate moderate to high well-being and teaching effectiveness among teacher educators in Maharashtra's TEIs, suggesting a generally positive institutional environment.

Table 3**Correlation Between Well-Being and Teaching Effectiveness**

Variable Pair	Pearson r	p-value
Well-Being & Effectiveness	0.47	<.01

Interpretation:

A moderate, statistically significant correlation supports Hypothesis 1. Teacher educators with higher well-being scores tend to report greater teaching effectiveness.

Table 4**Regression Predicting Well-Being from Institutional Support Factors**

Predictor	Beta	t	p-value
Mentoring	0.21	3.32	<.01
Peer Support	0.18	2.98	<.01
Policy Clarity	0.12	2.10	.04

Interpretation:

Mentoring, peer support, and policy clarity are significant predictors of well-being, supporting Hypothesis 2. These factors should be prioritized for institutional development.

Table 5**Qualitative Themes from Interviews (Frequency Counts)**

Theme	Frequency
Mentoring	19
Peer Support	17
Workload Management	14
Policy Awareness	11

Interpretation:

Mentoring and peer support are most frequently mentioned as beneficial. Workload management and policy awareness are areas needing improvement, indicating where TEIs can focus their well-being initiatives.

Discussion:

The findings of this study highlight the significant role that Teacher Education Institutions in Maharashtra play in fostering educator well-being. The moderate to high levels of well-being and teaching effectiveness demonstrate that many TEIs provide a positive environment for their educators. The strong correlation between well-being and teaching effectiveness aligns with previous research, reinforcing the importance of supporting educators' mental health for institutional success.

Mentoring, peer support, and clear institutional policies emerged as the most influential factors promoting well-being. These results suggest that TEIs should invest in structured mentoring programs, facilitate peer support networks, and communicate policies clearly to all staff. The qualitative data further emphasize the need for workload management and increased policy awareness. This study's findings have practical implications for policy makers and institutional leaders in Maharashtra. Implementing targeted well-being initiatives can contribute significantly to the overall quality of teacher education and, by extension, student outcomes.

Limitations:

This study has several limitations. First, the data were collected through self-report measures, which may introduce social desirability bias. Second, the cross-sectional design precludes inference of causality between variables. Third, although the sample was large and stratified, not all TEIs in Maharashtra were included, which may affect generalizability. Finally, while the qualitative sample provided rich insights, a larger number of interviews could further enhance the validity of the findings.

Scope:

The scope of this study is limited to teacher educators working in recognized TEIs across Maharashtra. The research focuses on the relationship between institutional support and educator well-being, as well

as the perceived impact of well-being on teaching effectiveness.

The study does not include school teachers or TEIs outside Maharashtra, nor does it attempt model development or experimental interventions. The scope is intentionally broad to capture the general state of well-being across diverse institutional contexts.

Future Research:

Future research could address the limitations of the present study by adopting a longitudinal design to assess changes in well-being over time. Intervention-based studies could test the effectiveness of specific well-being programs in TEIs. Additionally, expanding the research to other states or a national sample could provide comparative insights. Further qualitative research with larger samples could explore differences in well-being needs between urban and rural TEIs, as well as among different types of teacher educators.

Conclusion:

Teacher Education Institutions in Maharashtra play a pivotal role in fostering the well-being and effectiveness of their educators. This study demonstrates that institutional support, specifically mentoring, peer support, and policy clarity, significantly contributes to educator well-being and, consequently, to teaching effectiveness. TEIs should prioritize these areas to create a thriving workforce. Addressing workload management and enhancing policy awareness are also crucial. By investing in the well-being of teacher educators, TEIs can ensure sustained institutional growth and improved educational quality.

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